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AMERICANIZATION IN THE UNITED STATES

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AMERICANIZATION IN THE UNITED STATES.
(1920–1922.)

Chapter I.

DEFINITIONS AND PRELIMINARY CONSIDERATIONS.

A VERY VAGUE WORD.

Probably no word in the English language to-day is quite as meaningless as *Americanization*. The reason is obvious. It has been so loosely used during the past several years to denominate all sorts of diverse activities that it has ceased to have any particular significance whatever. Since 1915, when the Americanization *movement* came into being, the American people have joined dozens of Americanization societies, listened to hundreds of people who declaimed about Americanization, and read thousands of dissertations, wise and otherwise, on the same theme. For several years past, we have been promoting Americanization movements, both genuine and spurious, with equal zeal. It has been a period of much idle talk, much earnest endeavor, and some accomplishment, the last within the past two years especially. This report, as it happens, deals with these past two years only. There is no point accordingly in commenting, except in passing, upon Americanization idiosyncrasies and ineptitudes that antedate this period. It is enough to point out that the critic was not wholly wrong who spoke of the Americanization movement as "bound for nowhere, and going under full sail." That, however, was probably inevitable at the outset. Fortunately it can be written down with certainty and gratification that the period from 1920 to 1922 offers assurance of sane and steady achievement from this time on.

AMERICANIZATION—THE BROAD VIEW.

It is commonly accepted to-day, in theory at least, that Americanization is something that has to do not with immigrants alone. It may be defined as the business of making good American citizens of everyone that inhabits American soil—the native born and the immigrant, the adult and the child in school. No longer do we assume that a man is truly American, in attitude and in action, merely because

he happens to have been born within our country's confines. The conviction has been brought home, rather, that it is in large measure the un-American attitude of the native born that has made the Americanization of the immigrant so difficult. And we are pretty certain now that, if the so-called American portion of our communities would but realize its obligation to live the creed of which it boasts, the immigrant problem would be solved with unconscionable ease. This is platitudinous, but tremendously important.

Note that the above throws the obligation of solving the immigrant problem on the community as a whole, not on any one or two agencies in the community. For years the burden of this work fell mainly on the school, and on private agencies which regarded the teaching of the immigrant as a very important task. It was assumed seemingly that, if we could teach the immigrant the English language and bring him thereby to a knowledge of America the beautiful, his Americanization was assured; and this despite the fact that he actually encountered America the unlovely at every turn. Obviously, this spells futility. The schools have a part to play in the Americanization process to be sure—a part of the utmost importance. Theirs is the task of removing the language barrier. This is often styled the first step in Americanization. To this task the schools should primarily address themselves. And that they are doing to-day with considerable success. But if the immigrant problem is really a community problem, the schools can do comparatively little, working alone, unaided, and oftentimes without the interest and support of the community as a whole. It must be recognized that Americanization is a matter of schooling, in truth. It is also, however, a matter of prevention of exploitation, of good housing, of satisfactory industrial conditions, of neighborliness, and so on. Everything that touches the immigrant's life is an instrumentality for his Americanization, or the reverse. Hence the need for the entire community to take a hand in this work of assimilating the thousands that yearly throng to us from overseas.

AMERICANIZATION—A MORE RESTRICTED INTERPRETATION.

It were, indeed, a hopeless prospect to try to tell of what has been done the country over in this broad field of Americanization, just indicated, during the past two years. Happily, the scope of this report calls for no such investigatory excursion. The task is rather to find out what advances, if any, have been made in the schooling of the immigrant. In so far as we are concerned, accordingly, the following restricted interpretation is defensible:

Americanization is the enterprise of teaching the English language and the principles of good American citizenship to the adult alien,

in classes that may meet anywhere and at any time, but always under the control of public educational authorities.

This is most obviously an arbitrary interpretation. It very decidedly ignores every factor and influence in the Americanization process except that of *teaching*. It further takes no cognizance of any teaching except that done under public authority. Such an arbitrary limitation, however, implies no disparagement of other agencies engaged in this field of social endeavor. It is merely an attempt to focus attention on *one* agency that should be very purposively and intelligently engaged. Most people agree to-day that it is comparatively idle to talk of any effective Americanization of the immigrant until the language barrier has been swept away. This is the task of the school. It is also generally recognized that the schooling of the immigrant is a public function, and should be handled by public educational authorities. Is this the case?

FURTHER DELIMITING.

Are the public schools of America promoting Americanization as above defined? To what extent? Through what means? In searching for answers to these questions, a very important consideration must be borne in mind. For many years back the "evening school" has been a part of our public-school system. In those evening schools ambitious aliens have learned English and other things, after a fashion. This report, however, does not pretend to deal with immigrant education as carried on in evening schools, except in those States and communities that have since 1915, under the impulse of the Americanization movement, attempted, at least, to set up an adequate educational program. The reason for this is twofold:

1. The old-time "evening school" has failed lamentably as an Americanization agency, for reasons that have been cited again and again, since the Americanization movement first brought the immigrant's educational needs to the fore. It is not far from wrong to say that except in the case of the very ambitious student the old-time evening school does as much harm as good, in that it contributes to the general disillusion which the immigrant undergoes during his first years in the Promised Land. There are, unfortunately, all too many of these antiquated schools operating in 1922. In many places, apparently, the idea still holds that the teaching of the adult immigrant is a comparatively unimportant matter anyhow; that anyone can do such teaching; that no supervision is necessary; and that under no circumstance should this work be allowed to assume expensive proportions. A community that thinks in these terms can not be regarded as handling Americanization work as herein defined.

2. Except in those States that have definitely organized for Americanization work, it is impossible as yet to evaluate what Americanization through the schools has achieved. Here and there in an unorganized State, such as Minnesota or Michigan or Nebraska, one notes with admiration the splendid work of cities like Minneapolis, Omaha, and Detroit. These are shining exceptions, however. The truth is that what is being done in the field of Americanization the country over is pretty much shrouded in obscurity, except, as stated, in organized States. Even the bare statistics available are significant only for the fantastic conditions that they seem to reveal. For a few years past, the Federal Bureau of Naturalization has attempted diligently to gather information. Actually, however, no one knows either the quantity or the quality of Americanization work carried on by the public schools the country over. What we do know is that some States that have given this enterprise serious attention are pointing the way to all the others, and are achieving more or less significant results. Reference will be found to some of these States in Chapter II, and in Chapter III the organization and achievements of several well-organized States are analyzed. Let there be no misunderstanding here. It is clearly recognized that, in States other than those specifically noted in this report, striking results have been secured in individual cities and towns especially alive, for one reason or another, to their immigrant problems. And there is positively no intimation that in States unmentioned or only casually mentioned public-school authorities have not promoted the education of the adult alien as best they could. The point is that during the past two years convincing proof has been given that certain policies and procedures in immigrant education, carried out consistently and persistently over a State-wide area, produce tangible results. The obvious need, accordingly, is to examine especially the State programs that embody those policies and procedures. This way progress lies.

Chapter II.

A FEW FUNDAMENTAL PRINCIPLES AND POLICIES.

CLASSES ANYWHERE, AT ANY TIME—THE OLD IDEA AND THE NEW.

The old idea was that the immigrant should receive his schooling in the evening schools, and there only. Further, the notion prevailed that the community's obligation was discharged when it opened these schools, announced the opening in a perfunctory fashion, and then, all too often, conducted them most miserably. We were doing something for the immigrant. Let him take it or leave it. That was the thought—and is to-day, unfortunately, in not a few places. It is not surprising that only the most ambitious availed themselves of this schooling and displayed the determination to stick the performance through.

The evening school that followed this policy dealt with scores; and thousands passed untouched, or came and left, disillusioned. Mr. Frank Thompson has reckoned that 2 per cent of the entire adult non-English-speaking population in this country were enrolled in the evening schools in 1910. Hardly an indorsement of these schools!

The new idea, born of the Americanization movement, may be set forth briefly as follows:

1. The education of the immigrant is a task to be carried on at public expense, not primarily for the sake of the immigrant, but as a most necessary step to make American democracy secure.

2. Cognizance must be taken of the fact that the immigrant adult, who usually works by day, is naturally indisposed to give up his evenings to the schooling process. Human nature being what it is, this must be reckoned with. In this connection, too, it must be remembered that the non-English-speaking immigrant who flocks with his own people in large communities, often does not feel the compelling need of education in English and in the principles of American citizenship. Accordingly, every effort should be made to offer educational facilities at a time that best suits his (or her) convenience, and of a character that best suits his needs. This means schooling in evening schools, of course; in addition, it means schooling in factories, in homes, and in other places where the immigrant is

usually found. And in addition, again, it means the expenditure of enough money on these schools to insure skillful supervision and superior teaching. The education of the immigrant is a difficult teaching performance. It must not be committed to the hands of those who work at it merely as an extra job, for the extra compensation involved.

3. Every possible positive means must be employed to inform the immigrant of these opportunities for schooling and to induce him to take advantage of them. It is not enough to organize these classes and hope for attendance. The immigrant's natural indisposition to do extra work must be overcome. He must be "sold" on the idea that this is something he ought not to pass by. Through the printed words, in English and in the foreign tongue, through propaganda meetings, through personal solicitation, through every means but those of a compulsory nature, he must be persuaded to go to school. It is to the interest of the American community that he so do.

1. THE FACTORY CLASS.

To thousands of immigrants the shop or factory is America. It would seem, accordingly, that the organization of classes in factories is a very apt translation into practice of the principle that we are considering. This does not, and should not, mean that it is industry's function to conduct these classes. Nor is industry called upon necessarily to permit them during working hours. Industry performs its part when it makes it possible for its adult aliens to meet in groups on the premises, thereby supplementing the "evening-school" plan; and when, besides, it lends all its persuasive effort to secure and maintain class attendance. Such cooperation is of surpassing importance, and when secured promotes the growth of immigrant education in a very marked degree.

Has industry been thus cooperating during the period 1920–1922? and is the factory class a proved success?

The evidence here is contradictory. Massachusetts answers "Yes." Elsewhere throughout the country the answer is pretty generally "No."

It seems important in this connection to sketch very briefly the development of the factory class in Massachusetts during 1920–1922, in order to indicate what can be accomplished under propitious auspices. As in the case of several other States—New York, Ohio, Michigan, Pennsylvania, and Illinois—factory classes were operating in Massachusetts prior to 1920. In all of the States named, and in scattered cities here and there, these classes were conducted; some by the industries themselves, some by private welfare organizations, notably the Young Men's Christian Association; some by the public

schools. Impetus was given to the movement by the Americanization conference, held in May, 1919, under the direction of the Federal Bureau of Education. It was further promoted at the Nantasket conference, so called, initiated by the Associated Industries of Massachusetts and attended by industrial representatives from all parts of the country (June, 1919). Then in September, 1920, came the very significant Conference on Immigrant Education in Industry held at Plymouth, Mass., under the joint auspices of the Massachusetts State Department of Education and the Associated Industries of Massachusetts. The year previous the late Mr. Frank V. Thompson, superintendent of the Boston schools, and one of the collaborators in the Americanization study promoted by the Carnegie corporation, had made the following statement:

> Cooperative classes with the public agency sharing with industry the burden of education are becoming more numerous and promise soon to be the standard procedure. We may hail this tendency with satisfaction, both because the ultimate aim of citizenship will be held better in view and again because it maintains the principle of public responsibility in education. The usual division of the financial burden is to have the corporation furnish heat, light, and room, and the community furnish instruction, supervision, and educational material.

Nearly 200 people were gathered at Plymouth for two days. They represented industries and schools in almost equal proportions. The greatest freedom of discussion prevailed throughout. The one topic treated was "How to reach and teach the adult immigrant in industry." The following statement was submitted to the industrial group, which indorsed it unanimously:

> 1. Industrial leaders should come to an out-and-out acceptance of the principle that education of the immigrant is something that should be promoted by everyone as a public duty. It is merely a question of good citizenship. In the past doubts have been expressed both about the possibility and the value of teaching English to our non-English-speaking population. We must have none of these. The teaching of English alone will not serve to eliminate what we look upon as un-American tendencies in the foreign born, but it is hard to conceive of this being done while the language barrier remains, and the language barrier can be removed much more quickly if the industries will lend wholehearted aid as to a project in which they believe.
>
> 2. The schools and the industries should have a mutual confidence in each other's intention and ability to perform this work better, as experience points out failures. There have been mistakes and failures in the past, for which both the schools and the industries have been responsible. The schools have sometimes failed to accomplish what they might have accomplished, even in a field so new. On the other hand, industries have often been too skeptical of the "theories" of school people. Let us all get together in a spirit of respect one for the other. It is time for a new deal.
>
> 3. Industries should recognize that the Americanization of all its foreign-born employees calls for intelligent and responsible leadership. If this work is worth doing, it is worth doing well. This means the placing of responsibility in the hands of a plant director of Americanization or some such official. There is little hope of success, lacking this centralized responsibility.

4. Straightway it must be said, however, that every plant executive, from the president down, should be "sold" on the importance of the work, and should catch the spirit of it. It has often been said that the foreman can make or break any Americanization plan. This is very largely true. It is of little avail for a few officials to strive to educate the immigrants if indifference and hostility pervade the plant as a whole.

5. As a preliminary to its work, the plant should conduct an investigation to determine those facts which would enable school officials and factory officials working together to organize the work intelligently and speedily.

6. Following on this preliminary investigation, recruiting meetings should be held for the purpose of securing class enrollment. Every legitimate means of persuasion and encouragement should be used to interest foreign-born employees in the classes, but the note of compulsion should never come in. Industrial messages in foreign languages may be used very advantageously in this business of recruiting.

7. Industry should provide adequate school accommodations. It pays to give a little attention to this matter and spend a little money.

8. Classes once organized, probably the most important duty of a plant director is to carry on an effective follow up. Attendance will inevitably dwindle; that is to be expected. But attendance will be maintained in a surprising degree if the immigrant feels that the plant director has a constant interest in his school progress. There should also be occasional meetings between the plant director and the members of the teaching staff for the purpose of talking over attendance and related matters.

9. Industries should occasionally provide incentives for the purpose of keeping up interest in the work. Graduation ceremonies and commencement ceremonies find place here. One may note, also, articles in the plant publications, school orchestras, and glee clubs. Anything that tends to socialize instruction is valuable as an incentive.

10. The point is often made concerning the best time for holding classes. Shall they be conducted on factory time, employees' time, or a combination of both? This matter is not of vital importance, provided factory authorities and school authorities cooperate intelligently and earnestly in a real program of immigrant education. There is nothing wrong in the principle of conducting classes on factory time if the true aim of Americanization is always kept in mind. On the other hand, there is little ground for the opinion that it is a hardship for immigrants to give a moderate amount of their own time weekly to instruction offered by skilled teachers. Each industry should decide this question on the basis of the hours of labor and other working conditions. No dictum can be expressed to apply to the different situations in different plants. None need be expressed. Given good teachers, good leaders, and an earnest desire on the part of the industry from the top down to put the thing over, success will be assured, regardless of the time when classes are held.

The above is significant enough. But in addition both schools and industries agreed at this conference on a very definite cooperative plan. (See Appendix A.) Mr. Thompson's expression of faith was translated into a scheme of procedure. The way was cleared for a definite advance.

It is beyond the limits of this study to note the steps in that advance. Sufficiently significant is it to write down the following:

Number of factory classes conducted by public-school authorities in Massachusetts industries: 131 in 1919–20, 327 in 1920–21, 366 in 1921–22.

The experience of Massachusetts is set forth in this specialized field of immigrant education in order to point out the very important fact that the factory-class idea can be developed if the schools and the industries coöperate persistently and whole-heartedly. The inference is obvious that Massachusetts has been fortunate indeed in that industrial concerns have seen their duty and have done it without vacillation. In fact, it is not too much to say that the success of this State is due essentially to the help received from industry. And the question arises, Why is not industry equally cooperative elsewhere? That this is not so is apparent. School authorities in other States—New York, Connecticut, Delaware, California, and Ohio—have tried zealously to inaugurate these classes. But the results are discouraging. Except in Massachusetts, there are fewer of these operating to-day than in the hectic Americanization period during and immediately following the war. Detroit, one of the pioneers in factory-class development, has practically abandoned the idea. Chicago, another pioneer, operates now on a very small scale. New York State, which gave great promise in the early days, is carrying on with difficulty. California cities reports only 15 factory classes in 1921–22. Ohio's most recent report (1922) sets forth a story of marked achievement in general school organization and enrollment, but mentions the factory class only casually. Delaware says:

> The first factory class was organized in October, 1921. * * * It met for three days a week for half an hour at noon. * * * It is hoped that with the successful inauguration of this class, Delaware employers will give more consideration than they have in the past to the advantage of providing instruction for immigrants in plant classes.

This last is encouraging. The general conclusion, however, of all this discussion seems clear. The idea of reaching and teaching immigrants in the places of their employment has received a decided setback in the period under discussion (1920–1922). The American employer, seemingly, has decided that Americanization, "a thing born of the war," is something to have done with, now that the war is over. Can he be induced to think otherwise? If not, the elimination of the language barrier will be too long delayed.

2. HOME AND NEIGHBORHOOD CLASSES.

The development of these classes has gone on apace during the period 1920–1922. Reports from different localities, in fact, tell a most ingenious story of the successful efforts that have been made

to bring the school to the immigrant instead of compelling the immigrant to come to school. And a striking feature of this story is the reference made to the growing employment of the full-time teacher whose business is to go from home to home, from one meeting place to another, teaching women or men, as the case may be, at times when they can best learn. This extension of the old evening-school idea has very evidently won an important place in immigrant education. And in assigning credit for its development no one will begrudge very honorable mention to California, which has earnestly promoted the "home-teacher" idea for several years past. It is encouraging to note that this State is able to record increasing progress from year to year. The report for 1921–22 says:

> Many communities where home teachers have been employed have had them this year or engaged them for next year. Still other districts have employed full-time teachers of adults who have done considerable work with home classes. Cities where home teachers were employed have increased the number of such teachers. Last year there were 59 home teachers employed in California. This year there are 68. Last year there were 75 full-time teachers doing adult immigrant education work, and this year there are more than 100.

The California report goes on to say:

> With increasing socialization there has been much greater leniency in the choice of meeting places. Under the rural high schools there are classes for men and women on the ranches. Some of these mothers' classes have made the first American contact which the foreign women have had. In the citrus belt many of the fruit pickers' camps have a clubroom or other meeting place where trained teachers are organizing clubs and classes for the foreign adults. In the railroad lumber camps and in the camps where construction workers live there are many teachers working for the local school, but conducting their classes in a room or cabin provided by the industry. This makes for such close association between the immigrant and his teacher that the most practical and useful kind of lessons can be provided.

Other States and local communities have not lagged behind in thus extending their opportunities. From Delaware comes a very suggestive account. For several years back the school authorities of this State, with the invaluable cooperation of the Service Citizens' Americanization Bureau, have conducted experiment after experiment, intended to bring the school and the immigrant more closely together. As an example of what may be accomplished, if school authorities are disposed to depart from the beaten path, the following paragraph is submitted without comment:

> Another request for instruction came from 10 members of the crew of the U. S. lighthouse tender *Iris*. These men were aliens who had taken out first papers and wished to prepare for naturalization. Their hours of work were such that they were unable to attend the Wilmington night school classes. Arrangements were made with the captain to have a class on the boat. It was

held in the crew's messroom and met on whatever nights the *Iris* was docked at Edgemoor. The walk from train to the boat was long. In heavy storms the roads were almost impassable. For 52 sessions, however, one of our Delaware Americanization teachers with the splendid ideal of service that has ever characterized their work, met this class of seamen and helped them by example as well as by precept to know the noblest and best of our American traditions and institutions.

Home and neighborhood classes have increased in Massachusetts from 92 to 294 in the period 1920–1922. In 1920 the New York State Department of Education spent $100,000 in putting home and factory teachers directly into local communities. And while this auspicious beginning has been somewhat curtailed because of subsequent smaller appropriations, the effect of this expansion is still very noticeable in the educational activities of the larger cities. From Ohio one hears that "Akron's greatest achievement has been the development of women's classes, particularly in the homes. This year (1922) 56 classes have been established." It would be a long story if one were to tell of everything that has been achieved in this field. Suffice to say that the home and neighborhood class in the plan of immigrant education has seemingly come to stay. This is a distinct advance.

3. OTHER ILLUSTRATIONS OF THE "NEW IDEA."

In Thompson's The Schooling of the Immigrant, written several years ago, the plan of a day school for immigrants is sketched, and the recommendation made that this experiment be promoted widely. The period 1920–1922 witnessed many attempts to work this out in various ways. Much of the classwork in homes, clubs, and factories already described is actually carried on by "full-time" teachers (as in California), who thus, in effect, carry out Mr. Thompson's idea. In addition, however, we note a few attempts to establish the day school, patterned after that in Boston, which has operated since 1911. The day school in Springfield, Mass., which deals mainly with the newly arrived immigrants of all ages, is a school of surpassing interest. This same city, incidentally, progressive in immigrant education as in other fields, was one of the first communities to set up the all-year school, running from September to September, with classes for immigrant women featuring among the many activities of the summer playgrounds.

A far cry, this, from the old evening-school season of 40 or 60 nights! Delaware also reports the establishment of the all-year school,[1] and in the same document tells the story of the events that led up to the organization of its full-time day school or service station for immigrants, in October, 1921. This school meets from 8 o'clock in the morning until 5 o'clock in the afternoon, five days a

[1] An. Rep. Dept. of Pub. Instruction (1922).

week, and has a staff of three teachers, each working six hours daily. Worcester (Mass.) conducted what was termed "a day school for unemployed immigrants" for several months in 1921. During the same year the Boston school already referred to registered 1,500.

There are doubtless other places that have extended their educational opportunities as here indicated during the past two years. Enough has been written, however, to prove that the old idea of dealing with the tired immigrant in evening school and nowhere else has been given over in progressive States and communities. The movement of organizing classes whenever and wherever they can be best organized is gaining ground. And yet this development argues no disposition on the part of these same progressive places to neglect instruction in evening schools. On the contrary, these latter also have been improving in a marked degree. Skilled supervisors, better trained teachers, definite courses of study, a socialized procedure—these factors have conspired everywhere to make the evening schol of more recent years a place to which the immigrant turns with readiness and leaves without disillusion. The greatly increased evening-school enrollment everywhere attests this change. Note, for instance, the splendid growth in New York State between 1919 and 1921. When one considers that by far the greatest part of this increased registration is to be found in evening schools, it becomes evident that these are most decidedly increasing their holding power. That this is so, and that this same evening-school growth can be shown in Massachusetts, Rhode Island, Connecticut, Delaware, Ohio, and California, is one of the very best outcomes of the campaign for better immigrant education. If the Americanization movement had accomplished nothing else, this alone would have made it worth while.

TEACHER TRAINING.

Public-school authorities have appreciated keenly the necessity of special training for teachers of adult immigrants, and have in a very systematic way attempted this training. Reports from every State seriously engaged in immigrant education stress this activity. For example:

NEW YORK.

Teacher training is organized under a special director in the State Americanization division. Summer-school courses, carrying college or unversity credit, are a very prominent feature of this work. Last summer (1922) such courses, six weeks in length, were offered in Albany, New York State College for Teachers; Ithaca, Cornell University; Buffalo, State Normal School; Rochester, University of

Rochester; Syracuse, Syracuse University; Oswego, State Normal School; Plattsburg, State Normal School; New York, Hunter College; and Teachers College of Columbia University. The work at Columbia has been offered now for several years past; and very recently this institution has initiated the project of establishing what might be termed a "service station" for workers in Americanization, under the direction of Dr. Albert Shiels. In addition, the State Americanization division has spent money freely on teachers' institutes, and has left nothing undone to emphasize the fact that teaching adult immigrants is a task that calls for skill. The greatly increased registration in this State, already referred to, proves the wisdom of this policy. It must be noted also that, along with better teaching, New York has been emphasizing the need for trained organizers and supervisors as well. In 1920 approximately $100,000 was expended on a central staff and on "zone directors," whose business it was to demonstrate how to set up and develop adequate plans of immigrant education. A marked decrease in the State appropriation has caused the partial disintegration of this corps, but the compelling importance of intelligent local leadership abides. The work in the larger cities especially is distinguished because of the quality of leadership displayed.

OHIO.

This was one of the first States to promote teacher training, and the Cleveland School of Education one of the first institutions offering courses in immigrant education during the summer term. Within the past two years this activity has been promoted zealously by the State division of Americanization. This division advertises a standard course of 40 hours, covering (1) the organization and administration of Americanization activities; (2) citizenship and naturalization; (3) methods; (4) racial backgrounds. During the year 1922 this course was given at Lakeside, Toledo, Cleveland, Cincinnati, and Youngstown. As in New York and other States, shorter courses of the institute type were offered in smaller communities, and still others given in cooperation with three of the State normal schools. In this connection mention must be made also of the excellent teacher-training material issued from the State Americanization office. The Ohio Manual for Teachers (Americanization Bulletin No. 2) is one of the best guides for teachers most recently made available.

DELAWARE.

The professional standards in immigrant education maintained in this State are very high, and the results achieved correspondingly good. All teachers recommended for appointment must have

completed satisfactorily a 30-hour course of training. This is supplemented by training in service which provides for monthly grade conferences, demonstration lessons, preparation and inspection of lesson plans, and supervision of classroom instruction.

Two teacher-training institutes were given in Delaware in the period covered by this report. They were held under the auspices of the Bureau of Immigrant Education and the Service Citizens' Americanization Bureau, and 103 teachers were thus trained. The State director reports that as the result of the work of these institutes and the supplementary activities above referred to Delaware has at present "an abundant supply of enthusiastic trained workers for teachers in school and home classes and helpers in the department of community Americanization." A satisfying situation is this and one not readily duplicated.

In other professional directions this State has also been very much to the fore. A careful study has been made of the special needs of illiterates among the non-English-speaking population, and reading lessons arranged especially adapted to them. This marks a distinct step ahead in immigrant education. At the same time an attempt has been made (beginning in 1919) to measure the instruction in schools for adult immigrants. A tabulation of the results of these tests, and comments thereon, may be found in the annual report of the department of public instruction (1922). They furnish information of great interest to those whose duty it is to improve educational opportunities for the immigrant.

The above is only indicative of what Americanization directors are doing throughout the country in this work of raising the standard of teaching. In Chapter III will be found further references to the activities of several other States, notably Connecticut, Massachusetts, and California. In Rhode Island, also, teacher training has been promoted assiduously by the State Americanization division, and the Rhode Island Normal College at Providence has for several years been used as a center for this work.

Finally, in this incomplete list one must include the very effective work of the University of Minnesota, which from the beginning, under the direction of Doctor Jenks, has served as a source of supply for hundreds of supervisors and teachers. It is obviously beyond the limits of this report to point out everything that has been achieved in this field. It seems almost slighting to give only passing comment to the teacher training in which some of our larger centers of immigrant population, Chicago and Pittsburgh especially, have engaged. But enough has been said to make it clear that, as a result of the new impetus given to immigrant education since 1915, the idea has become firmly established that teachers of immigrants must be specially trained. There remains now for our normal schools

and colleges to take over this training as an important phase of their instruction. That this will be the next step is very probable. The experience of California points that way.

FINANCING IMMIGRANT EDUCATION.

As yet no Federal aid has been forthcoming. Lacking it, States and local communities have borne the burden as best they could. A comparison of some of the financial provisions obtaining in different places is enlightening.

Massachusetts was one of the first States to provide by legislation for financial returns to cities and towns conducting immigrant education under State auspices. Reimbursement is on the basis of a dollar contributed for every dollar expended, with no limit fixed to the State appropriation; that is, the State pays half the cost. In 1922 the State's share under this arrangement was $140,000. In addition, an amount approximating $15,000 is appropriated annually for the activities of the director of adult alien education and his assistants. Other States that have adopted this "50-50" plan are Minnesota, North Carolina, North Dakota, New Jersey, South Dakota, and Maine (State pays two-thirds). It is to be noted, however, that in these others various limitations are prescribed. South Dakota, for instance, appropriates $15,000 only. It is also to be noted that, excepting South Dakota and more recently Maine, no State office is set up, as in Massachusetts, to prescribe and carry out plans for immigrant instruction. There is no large guaranty, accordingly, that the money expended secures the greatest possible return.

In striking contrast to the Massachusetts idea is the plan in Ohio, where no State aid whatever is given to local communities. As a result these communities find it impossible to assume the burden of immigrant education. "It is out of the question for them to do so." Ohio, accordingly, resorts to the expedient of charging tuition fees. The following table shows how this is worked out in various localities:

Immigrant education in Ohio—Tuition, length of term.

Cities.	Tuition.	Length of term.	Cities.	Tuition.	Length of term.
Cleveland	$2.00	12 weeks.	East Youngstown	$3.00	3 months.
Cincinnati	[1] 3.00		Elyria	[2] 2.00	
Toledo	0		Martins Ferry	2.40	12 weeks.
Columbus	.50	Per month.	Canton	[3] 1.00	
Akron	0		West Park	0	
Youngstown	3.00	12 lessons.	Lafferty	[4] 1.00	Per week.
Lorain	5.00	36 lessons.	Rhodesdale	1.00	
Alliance	1.00	Per month.	Rossford	0	
Barberton	3.00	24 lessons.	Dayton	[5] 1.00	

Commenting on this plan, the State director says:

> The result of this fee has been that attendance has been greatly stabilized. * * * To be sure, probably a great number of pupils who need most to come to school are excluded because of their inability to pay. Working conditions are better than last year, however, and more students are able to pay.

Several States may be mentioned together, which, unlike either Massachusetts on the one hand or Ohio on the other, have tried out the expedient of spending money directly in local communities. Delaware bears all costs of immigrant education, and in 1921 appropriated $25,000 therefor. New York, in 1920, expended $100,000 for home and factory teachers, appointed to serve in local communities. Connecticut's original plan provided for the part salaries of certain local directors. Pennsylvania and Utah also pay money direct. It is worth noting in this connection that the experience of both New York and Connecticut seems to prove the unwisdom of attempting to establish a system of immigrant education on this basis. In the case of New York this became very evident when the failure on the part of the State legislature to continue appropriating resulted in a setback to many activities that had been started in local communities.

The financing in New York during this past year has been practically on a dollar-for-dollar basis,[2] as in Massachusetts; and the Connecticut Legislature is this year considering a bill which incorporates, in effect, this same provision.

Another group of States reimburse local communities on an attendance basis. New York applies the idea of the wage grant to teachers. Connecticut at present aids to the extent of $4 for each pupil attending 75 sessions. California, Nevada, New Jersey, Rhode Island, South Carolina, and Washington also apply this idea. Among these it is to be noted that only California and Rhode Island provide likewise State leadership and State machinery.

A careful study of the financing and administration of immigrant education the country over seems to make safe the following conclusions:

1. The education of the adult immigrant in English and citizenship is a public responsibility, and the cost thereof should be borne in proper proportions by the local community, the State, and the Federal Government. As yet, the Federal Government has failed to do its part. This furnishes no excuse for State legislatures to be similarly delinquent. Teaching the adult immigrant costs considerable money—more money than local communities can, unaided, afford to spend.

[2] A very clear analysis of New York's plan of State aid is found in "Administration and Organization of Immigrant Education in New York," by John L. Riley, published by the University of the State of New York, Albany.

The failure of New Hampshire, as a State, to accomplish what it gave promise of accomplishing three years ago may be traced directly to the failure on the part of the State legislature to make even reasonably adequate appropriations for carrying into effect the admirable plans adopted. On the other hand, those States where results have been attained—Massachusetts, Rhode Island, Connecticut, New York, South Dakota, Delaware, Ohio, and California—are, except in the case of Ohio, States where financial aid to local communities has been forthcoming. There is much idle talk now, as several years ago, about plans for wiping out illiteracy and non-English speaking through compulsory registration and through other means. The plain truth is that this is a task that calls for skilled administration, good supervisors, and good teachers—plenty of them. This means money, considerable money, spent under wise direction for a period of years.

Our experience to date is convincing that the imposition of this burden on the immigrant himself, on the local community alone, or on the State alone is not a satisfactory procedure. The State and the local community should between them "foot the bills."

2. The State should create administrative leadership, preferably in the State department of education. State financial support is worth while only in proportion as it is spent to carry out a State plan of immigrant education, wisely conceived and skillfully administered. Reimbursing the old-time evening schools will not avail much in the difficult task of eliminating the language barrier. Immigrant education is a specialized type of schooling that needs teachers specially trained. There is even a more crying need for leaders specially trained. State funds are spent judiciously only where these leaders are in charge, both in local communities and over a state-wide area.

3. There should be a minimum of State machinery and activity and a maximum of local responsibility and control. Experience has proved that permanent success in this work demands that we throw the initial responsibility on the local community. The State may easily do too little, by way of promotion, as has New Hampshire for three years past. The State may easily do too much, as New York attempted to do, with its liberal State appropriations in 1920. Once again the immigrant is the ward not of the local community alone, but of the State and the Nation as well. All should share in the cost of the Americanization process. But in accordance with the spirit of American education, the prime responsibility should attach to the community where the immigrant resides.

Chapter III.

WHAT SOME OF THE STATES HAVE DONE.

CALIFORNIA.

There are over 600,000 foreign-born whites in California, and of these, approximately 230,000 are adult aliens. The following table indicates how the different nationalities are represented:

Italy	88,502	Russia	27,224	Switzerland	16,097
Mexico	86,610	Portugal	24,517	Austria	13,264
Germany	67,180	Denmark	18,721	Greece	10,313
Sweden	31,925	France	18,523	Norway	11,460

In addition to the 681,662 foreign-born white immigrants, California has the following non-English-speaking peoples:

Indians	17,360	Chinese	28,812	Japanese	71,952

The following counties have more than 10,000 foreign born:

Los Angeles	186,000	Sacramento	23,000	Orange	10,000
San Francisco	153,000	San Diego	21,000	Santa Barbara	10,000
Alameda	82,000	San Joaquin	20,000	San Mateo	12,000
Fresno	32,000	San Bernardino	15,000	Sonoma	10,000
Santa Clara	24,000	Contra Costa	15,000		

California's very sizable problem has been handled with intelligence and skill. Just 10 years ago (1913) the Commission on Immigration and Housing was established by law and given very wide powers to deal with the protection and aiding of immigrants.[1] For 10 years it has been investigating various phases of the immigrant question, and has made very valuable contributions to the science of the subject. Its activities have included studies of educational conditions and of teaching methods, evaluation of results obtained in local communities, publicity campaigns, legislation, teacher training, administration of compulsory part-time classes for minors, and, more recently, community organization. Some of its aims and accomplishments have been set forth in bulletin form. Among these bulletins may be especially noted:

a. The Home Teacher Manual.
b. Primer for Foreign Speaking Women.
c. A Plan for a Housing Survey.
d. Fresno's Immigration Problems.
e. Heroes of Freedom.

[1] See Appendix D.

It should be said, in passing, that the California plan of Americanization is deserving of a special study, because, as Miss Helen Hart has pointed out, there is a distinct recognition of the close relationship between the formal instruction of the immigrant and other State activities on his behalf which are no less a part of his introduction to the life of the American community.

California has admitted that her obligation to her foreign-born residents goes beyond the classroom and that all those who are working to discharge that larger obligation are in reality part of one program, animated by a common purpose and a common spirit. I feel very strongly that our systems of immigrant education must either be enlarged to meet more and more of the immigrants' general needs or must be made a part of a larger program which will use every medium to bring the foreign born of the State into the closest possible relationship with the American community.[3]

During the period 1920–1922 the work of immigrant education proper has been carried on under the immediate direction of the State department of public instruction, through an assistant superintendent, especially assigned to this task. The assistant superintendent (Miss Ethel E. Richarson) has charge of the schooling not only of foreign-born adults but of non-English-speaking children as well. California, unlike most other States, recognizes that such children need special treatment in school. The following brief summary is proof of this fact:

EDUCATION OF NON-ENGLISH-SPEAKING CHILDREN.

(1921–1922.)

Normal schools and teachers' colleges in Fresno, San Jose, San Diego, and San Francisco, and the southern branch of the State university offered special courses with demonstration lessons for teachers of immigrant children. A noteworthy training center has been established in the Italian quarter of San Francisco. This work started with a special study of a group of children in the primary grades. The progress of this group up through the grades is receiving careful attention to determine the best methods of teaching such pupils.

In addition to the training courses, the State department assigned a full-time expert to work as a field agent in several counties in the State.

Several cities in California, notably Los Angeles and San Diego, have established "pre-primer classes." In this class the emphasis is almost entirely on oral English. It has been proved that the children who spend a year in this class show little or no retardation

[3] Extract from Miss Hart's address before Interstate Council on Immigrant Education, Atlantic City, Mar. 1, 1921.

when transferred to the regular classwork. Definite provision has been made for the work with immigrant children in the new State course of study. The recognition of the traditions and ideals in the pupil's racial heritage is emphasized to bring out the best of such contributions in his new life in America. The advantages in the important task of promoting intelligent racial tolerance in our democracy can not be overestimated.

EDUCATION OF NON-ENGLISH-SPEAKING ADULTS.

In the field of adult instruction California has made great progress in the strictly professional task of raising educational standards. Note the following evidences:

1. *Teacher training.*—Quoting from a recent report of the State supervisor of immigrant education:

> In another year there will be practically no teachers of adult immigrants who have not had special training. Three things have made this possible:
> (*a*) Greater facilities for training courses.
> (*b*) More stringent requirements for the secondary credential in citizenship.
> (*c*) Recognition of the importance of special training by school superintendents and supervisors.
>
> Courses for teachers of immigrants have been offered in the summer schools of the university at Berkeley and Los Angeles; at the University of Southern California; and at the Teachers' College in San Jose and San Francisco. In addition to the summer courses, special training facilities have been offered by the extension division of the University of Southern California in more than 15 centers throughout the State.

2. *Citizenship program.*—A comprehensive program of "Citizenship through education" was formulated by a committee working under the president of the State university. This plan in operation will provide a department of immigrant education in the university's school of education.

The needs of the schools have been defined as follows:

1. Teachers who can deal with non-English-speaking children in the primary grades.
2. Teachers who can deal with older non-English-speaking children who have been educated in their own country but can not fit into their grade in an American school because of their language handicap.
3. Teachers who understand the social forces in America that are making for the assimilation of the immigrant and can make the public evening school take its place as an important element in the general scheme.
4. Teachers with executive ability who can organize and supervise the immigrant education program in a school system.
5. Teachers with training in civics and an understanding of modern questions—political, social, industrial—who can teach citizenship to adults.

REQUIREMENTS FOR TEACHERS OF ADULT IMMIGRANTS IN CALIFORNIA.

Applicants must be graduates of a college or normal school with four years' teaching experience, plus at least six units of special study of the teaching of modern language, the problems of immigration, and one allied subject.

State approval for all teachers in adult classes is an established procedure in California.

Enrollment in adult classes conducted in cooperation with the State department.

(a) 1920–1921:	
1. Number of cities conducting classes	22
2. Number of classes	269
3. Number enrolled	9,108
4. High-school districts conducting classes	35
5. Number of classes in districts	77
6. Number enrolled	1,360
(b) 1921–1922:	
1. Number of cities conducting classes	28
2. Number of classes	402
3. Number enrolled	14,741
4. High-school districts conducting classes	52
5. Number of classes in districts	140
6. Number enrolled	3,554

OHIO.

Foreign-born population in the State of Ohio.

1. Total foreign born	678,697	3. Adult aliens	218,288
2. Per cent of total population	11.800	4. Adult illiterates	126,645

Largest groups from non-English-speaking countries.

Germany	111,893	Russia	43,690
Hungary	73,181	Czechoslovakia	42,121
Poland	67,579	Jugo-Slavia	30,377
Italy	60,658	Greece	13,540
Austria	48,073	Rumania	13,068

Cities with largest foreign-born populations.

Cleveland	239,538	Youngstown	33,834
Cincinnati	42,827	Columbus	16,055
Toledo	38,145	Dayton	13,111
Akron	37,889		

Americanization in Ohio was started during the war as an activity of the Ohio State Council of National Defense. The work of this organization resulted in the Americanization legislation of 1919, which established an Americanization committee for Ohio with a director and assistants, and assigned to them wide powers. Two years later, in 1921, this Americanization act was rewritten.

The most important feature in the revised law was the establishment of a division of Americanization in the department of education. The State supervisor of Americanization under this law is appointed by the governor. The division personnel at the present time consists of a supervisor, assistant supervisor, supervisor of teacher training, and a secretary. The State supervisor is authorized under this law to appoint an advisory committee. This committee at the present time consists of several representative men

and women from different sections of the State. Unlike the majority of States having State direction of Americanization, Ohio has not enacted the "State-aid" provision in any legislation. Local communities pay for the entire cost of teaching and supervising classes for adult foreigners.

The service of the State department consists in—

(a) Promotional work to "encourage patriotic education and assimilation of foreign-born residents."
(b) Teacher training.
(c) Providing of standard courses of study for English and citizenship classes.
(d) Establishing effective cooperative relations between the schools and the Federal Bureau of Naturalization.
(e) Providing special lesson materials for students.
(f) Organizing community meetings and demonstrations for both native and foreign born.

SIGNIFICANT ACHIEVEMENTS IN SEVERAL OHIO COMMUNITIES.

The most recent Ohio report, "Adult Education in Ohio," contains a summarized statement of the Americanization work in the following centers:

Akron.	Cleveland.	Toledo.
Canton.	Columbus.	Youngstown.
Cincinnati.	Lorain.	

Special mention is made of such important developments as—

1. Securing cooperation of public and private agencies under school leadership.
2. Organization of student councils.
3. Establishment of all types of classes—evening school, factory, club, and home.
4. Public welcome meetings to new citizens.
5. Social and educational programs at American House in Cincinnati.
6. Establishment of information bureaus in Cleveland and Toledo.
7. Special classes for negro illiterates.

REPORT ON SCHOOL ENROLLMENT, 1921–22.

The totals include enrollment in classes in public schools and in classes conducted by social agencies.

1. *Cities of 25,000 or more:*
   (a) Number of cities conducting classes 16
   (b) Number of classes 738
   (c) Enrollment in night school 25,973
2. *Cities of 10,000 to 25,000:*
   (a) Number of cities conducting classes 9
   (b) Number of classes 57
   (c) Enrollment in night school 1,032

3. *Cities over 2,500:*
   (*a*) Number of cities conducting classes 11
   (*b*) Number of classes 60
   (*c*) Enrollment in night school 747
4. *Cities under 2,500:*
   (*a*) Number of cities conducting classes 7
   (*b*) Number of classes 23
   (*c*) Enrollment in night school 437

PUBLICATIONS.

a. "Americanization in Ohio." (Bulletin 1920.)

The bulletin "Americanization in Ohio, a Constructive Program for Communities Having a Foreign Problem," was prepared and distributed in September, 1920. This pamphlet contains outlines and suggestions for teacher-training courses—helps in organization of classes—and directions for teachers on the problems and methods and lesson materials. In addition to the helps for directors and teachers, there are specific suggestions for the cooperation of the following agencies:

1. Chamber of commerce.
2. Industries.
3. Civic organizations.
4. Libraries.
5. Day schools.
6. Churches.
7. Immigrant societies.
8. General public.

b. "Fundamental Facts for New Citizens." (Bulletin 1922.)

This pamphlet contains a course of study for naturalization classes. The material is organized in 20 chapters and was selected from the general field of citizenship course material with the special aim of preparing "petitioners" for the naturalization examination.

c. "Teacher's Manual." (Bulletin 1922.)

This pamphlet is generally recognized as one of the very best manuals for teachers of immigrants. The suggestions for grading, course of study, and use of the direct method are especially well presented. The statement of the aims in the work in intermediate classes is both definite and feasible. The bulletin was prepared on the basis of several years' experience in teacher-training courses.

NEW YORK.

THE FOREIGN-BORN POPULATION IN NEW YORK STATE.

The following statistics are taken from the 1920 Federal census report:

1. Total foreign born 2,786,000
2. Per cent 29.9
3. Adult aliens 1,011,000
4. Adult illiterates 415,360

THE NON-ENGLISH-SPEAKING FOREIGN BORN IN NEW YORK STATE AND NEW YORK CITY.

The huge foreign-born population in New York City includes a very large per cent of the total foreign born for the State. The following table indicates the numbers of non-English-speaking immigrants in the 12 largest groups in the State and in New York City:

	New York State.	New York City.
Italy	545,200	390,800
Russia	529,200	479,800
Germany	295,600	194,100
Poland	247,500	145,70[illegible]
Austria	151,100	126,7[illegible]
Hungary	78,300	64,40[illegible]
Sweden	53,000	33,700
Rumania	40,000	38,100
Czecho Slovakia	38,200	26,400
Norway	27,500	24,500
Greece	26,000	21,500
France	25,000	19,450

OTHER CENTERS OF FOREIGN-BORN POPULATION IN NEW YORK STATE.

Albany, Buffalo, Rochester, Utica, Schenectady, Troy, Binghamton, Niagara Falls, Yonkers, and Syracuse are the 10 cities having more than 2,000 foreign born unable to speak, read, and write English. Public-school evening classes for these immigrants were conducted in a number of the large cities for many years before the war and "Americanization," so called.

LEGISLATIVE ENACTMENTS.

In 1918 the New York State Legislature enacted a law requiring the compulsory attendance of all "illiterate minors," so called, at evening school. At the same time appropriation of $20,000 was made for teacher-training courses in Americanization to be expended under the direction of the commissioner of education. In the following year (1919) Americanization was very definitely set up as a State activity when the legislature made possible the expenditure of nearly $300,000 for this work. Of this amount, $100,000 was spent by the State department in putting home and factory teachers directly into the local communities. In addition, a large central organization of supervisors and directors was provided for, and under the direction of "zone directors" the work was vigorously prosecuted. Within a year, however, this auspicious beginning received a decided setback when the legislature embarked on a policy of retrenchment. The situation was saved, however, when in 1921 the legislature voted to establish immigrant education on the "State-aided" basis, practically as in Massachusetts.

The budget for the State department was obviously curtailed, but sufficient funds were appropriated to cover the salaries of a State supervisor and several assistants. The teacher-training program was carried out in the several summer schools as formerly. Fewer courses were conducted during the school year in local communities.

It is generally believed to-day that immigrant education in New York State is in a healthier condition under the present State-aid plan than it was under the "State-control" idea of 1920.

ACCOMPLISHMENTS UNDER STATE DIRECTION.

1. *Copying Federal census records.*—No more accurate survey of the non-English-speaking population over a State-wide area was ever made than that undertaken under State auspices in 1920. A staff of clerks was assigned to the task of copying from the Federal census the names of people 21 to 50 years of age who could not read or write any language or could not speak English. These accurate lists were turned over to the 320 superintendents of schools for the purpose of enrollment in evening-school classes. Thousands of these immigrants were visited in their homes by representatives from the schools and invited to join the English and citizenship classes. No report is available as to the number of visits made and the response as shown in school attendance. The increase in school enrollment for the year was more than 100 per cent over the previous year. Undoubtedly the lists helped immensely in increasing the enrollment.

2. *Appointment of local directors.*—During the school year 1918–19 there were 17 local directors of immigrant education in New York State. Under the stimulus of State leadership 20 additional directors and supervisors were appointed in the year 1919–20.

3. *Teacher training.*—The State-wide program of teacher-training courses launched in 1919 was enlarged in 1920, and a competent staff of experts assigned to this work. Courses were conducted in more than a dozen educational centers as part of the summer-school programs. In addition to the summer work, field agents conducted part-time courses in every center where a group of interested teachers expressed a desire for this very necessary help. It is doubtful if any State in the Union has been able to conduct the number of special training courses which New York offered during this period.

REPORTS ON SCHOOL ENROLLMENT.

1. *1919–20 reports.*—Total registration, 56,025. This total is divided among five types of communities, as follows:

1. Cities of 100,000 population and over	43,799
2. Cities of 50,000 to 100,000	8,431
3. Cities of 25,000 to 50,000	3,177
4. Cities and villages 10,000 to 25,000	3,039
5. Cities and villages less than 10,000	2,579

2. *1920–21 reports.*—(*a*) Total registration, 82,490. (*b*) Increase over preceding year, 26,465.

This total (82,490) is divided among five types of communities, as follows:

1. Cities of 100,000 population and over	65,767
2. Cities of 50,000 to 100,000	4,852
3. Cities of 25,000 to 50,000	4,377
4. Cities of 10,000 to 25,000	3,424
5. Cities and villages (less than 10,000)	4,070

3. *1921–22 reports.*

1. Cities of 100,000 population and over	80,313
2. Cities of 50,000 to 100,000	4,612
3. Cities of 25,000 to 50,000	3,725
4. Cities and villages 10,000 to 25,000	3,156
5. Cities and villages less than 10,000	1,722
6. Scattered places	925
Grand total	94,453

Increase in enrollment over previous year, 11,963.

PUBLICATIONS OF NEW YORK STATE DEPARTMENT OF EDUCATION RELATING TO IMMIGRANT EDUCATION.[8]

Administration and organization of immigrant education. 1922.
Immigrant in industry (in preparation).
Educational opportunities for women from other lands. 1920.
Twenty lessons in English for non-English-speaking women. 1920.
Course of study in elementary English for foreign-born adults (in preparation).
Methods of teaching English to non-English-speaking foreign born. 1919.
Devices for drill and review in English. 1921.
Course of study in citizenship for foreign-born adults (in preparation).
Teachers' handbook in citizenship, naturalization, and the voting system. 1921.

DELAWARE.

IMMIGRANT EDUCATION IN DELAWARE, 1919–1922.

During the war the Delaware State Council of Defense organized an Americanization committee. Like similar committees in a score of States, this group of interested citizens aroused keen public interest in the large foreign-born population. After the council of defense disbanded, the Americanization program was taken over by the Service Citizens in January, 1919. This organization recognized the immediate need of a constructive program of immigrant education. No public funds were available early in the year, so that the first program of classes was organized and supported by the Service Citizens. A State appropriation was made in July, 1919, and 30

[8] This list was selected from a more complete list of books and references compiled and arranged by Caroline A. Whipple, specialist in immigrant education, State department of education, New York.

classes were turned over to public control. This demonstration is undoubtedly the best contribution of any patriotic organization to the cause of educational Americanization in the country.

The first State appropriation for this work amounted to $15,000 a year for two years. This was intended to finance such public-school classes as might be organized by the State director of immigrant education. Classes were conducted under the immediate control of local school departments, although the costs were paid from the State treasury. The city of Wilmington and four towns conducted classes during the first year. A census showed a foreign-born population in Delaware of 17,000, of whom 6,000 were non-English-speaking, largely Italian and Russian. The educational program was enlarged during the fall of 1919 and an advertising campaign was conducted. Posters, booklets, notices, etc., were prepared and printed in six foreign languages. The fall term opened with a large enrollment, as shown by the following table:

Wilmington	971
New Castle	71
Stanton and Newport	23
Claymont	86

A student advisory council was organized at this time, and the advice of the immigrants proved very helpful in reaching their fellow countrymen with the message of public-school opportunities. A program of work with foreign mothers was launched. Seventy-five immigrant women attended classes, learned English, and were helped in solving some of the very difficult problems which confront the foreign-born mothers in America.

An Americanization training course was offered in Wilmington during the first year. In addition to the classroom work, the Delaware educational program included a number of socialized school meetings. Native and foreign born attended these meetings in large numbers. Exhibits of the homelands were staged as part of the closing exercises in every community. This feature was appreciated by the immigrant women. Many of them had been led to believe that their treasures were distinctly out of place in their adopted land.

During the second year of the work under State auspices the school enrollment increased to 1,193. The attendance during the third year approximated 1,200 students. These records afford conclusive proof of the high quality of the school program.

Space will not permit any detailed comment on the many important phases of the professional accomplishments of the Delaware program. Teacher-training courses have been conducted each year since 1919, and as a result there is now an adequate supply of trained workers available. In addition to the teaching problems, these courses have included the study of such topics as Viewpoints on

Americanization—Racial backgrounds—The immigrant and the community—Immigrant neighborhoods in Delaware—etc.

Summing up the accomplishments of the three-year program of immigrant education under public-school auspices in Delaware, it is a fair statement that upward of 2,000 foreigners have been helped by trained public-school teachers to use the language of America and to understand the fundamentals of real Americanism. In addition, several hundred aliens have been instructed in citizenship classes and have taken the oath of allegiance to the United States after a period of schooling in the duties and responsibilities of the good citizen.

WORK OF THE SERVICE CITIZENS' AMERICANIZATION BUREAU, 1919–1922.

The function of the Service Citizens' Americanization Bureau has been to organize and develop those facilities which the foreign-born resident of the State most need in order to participate in the life of the American community; and, whenever possible, to turn over such facilities to public control after their usefulness has been clearly demonstrated.[4]

The three years' record of the work of this organization has proved that such a laudable function for any civic organization has not only been clearly vizualized in the minds of the executives of the bureau but has been realized in practical activities, viz:

1. Organization of evening-school classes early in 1919 and transfer of a score of classes to public educational authorities as soon as public funds were available.
2. Organization in 1920 of a department of community Americanization and subsequent transfer to the State department of immigrant education.
3. Organization of important supplementary activities (public meetings, recruiting campaigns, teacher training, and home classes), direction of the same turned over to public authorities, although still financed by the organization.

The home-class experiment was carried through under a very thoroughgoing plan. Careful records were kept of the enrollments and the reasons for absence. Special lessons were prepared to meet the limited abilities of the illiterate women, and their immediate needs for simple English expressions about their home and store contacts. The experience with these small groups was such as to justify a strong recommendation that the work be supported by public funds.

The following table summarizes the work of the bureau as outlined in the three annual reports, 1919–20, 1920–21 1921–22:

1. Organization of evening-school classes.
2. Securing State support for immigrant education.
3. Organization of Americanization committee.
4. Survey of foreign born in Delaware.
5. Teacher training.

[4] Bulletin, "Americanization in Delaware, 1921–22."

6. Night-school publicity.
7. Citizenship classwork and public receptions to new citizens.
8. Community gatherings.
9. Work with foreign mothers.
10. Establishment of Trouble Bureau for Immigrants.
11. Legal aid.
12. Printed information for the foreigner.
13. "Steamer" classes for immigrant children.
14. Establishment of community Americanization centers.

During the year 1922 the chief work of this organization has centered in the Trouble Bureau. That this service is recognized and appreciated by the immigrants may best be shown by the records for the year 1921–22, during which time 1,130 cases were handled for 768 individuals from 38 different countries.

The work of the Trouble Bureau has stood to the foreign-born people of Delaware as proof that their American neighbors want to help them to solve their problems. But its real function will not have been realized until we learn how to bring it about that many of these problems shall not arise.[5]

SOUTH DAKOTA.

THE FOREIGN-BORN POPULATION IN SOUTH DAKOTA.

South Dakota is an agricultural State, with a foreign-born population of 82,000, 13 per cent of the total population. According to the 1920 Federal census, 61,800 of the immigrants have been naturalized or have taken out first papers. The following table shows the several largest racial groups in this State:

Norwegian	16,800	Swedish	8,500
German	15,600	Danish	6,000
Russian	11,100	Finnish	1,000

The percentage of illiteracy among the foreign born is unusually small, 7 per cent.

A RURAL PROBLEM.

South Dakota is the only rural State in the Nation to undertake a State-wide Americanization program for the foreign born. All of the immigrants are engaged in agricultural pursuits with the exception of those employed in the mining districts of the Black Hills. The accomplishments of the immigrant educational program in this State during the past three years are all the more noteworthy when one considers the many difficulties in organizing classes among adults who are scattered over a wide area.

[5] A complete and very stimulating account of Americanization activities in Delaware is set forth in the bulletins of the Service Citizens of Delaware (1919–20; 1920–21; 1921–22). The most recent report of the State director of immigrant education (1922) should be read also. It tells a story of marked achievement.

LEGISLATION.

In 1919 the legislature enacted a law (ch. 169) to promote Americanization. This statute includes several important provisons:

1. Compulsory school attendance for persons between the ages of 16 and 21 who do not speak, read, and write English.
2. Establishment of evening schools.
3. Required evening-school term, four sessions of two hours each week for 25 weeks.
4. State appropriation of $15,000 for two years as payment of one-half the expenses of conducting classes.

STATE LEADERSHIP.

Following the enactment of this law, a State director of Americanization was appointed in the department of public instruction. Plans were formulated for the opening of evening schools in a number of communities in the fall of 1919. Conferences were held in 18 counties and considerable enthusiasm was aroused among local authorities for the work. The university in the adjoining State of Minnesota organized a comprehensive course on Americanization. Several communities in South Dakota elected leaders from the students who completed the work in this university course.

PUBLICATIONS.

A booklet, "Americanization in South Dakota," was distributed in 1919. This publication contains a statement of the law, an excellent analysis of Americanization, regulations for the organization and conduct of the schools, suggestions for the cooperation of interested public and private agencies, lists of texts for students and reference books for teachers, and specific recommendations about the need for trained teachers.

"Patriotic and Civic Instruction" is the title of a second pamphlet which was distributed in 1921. This booklet is a teacher's manual on the teaching of patriotism. It contains an excellent selection of poetry and prose adapted to the recognition of the different holidays. The booklet also contains an interesting report of the progress in the Americanization classes, with samples of the students' work.

REPORTS ON SCHOOL ENROLLMENT.

The following table is taken from a report issued by the State director of Americanization: 1919–20, 625 students; 1920–21, 1,002 students; 1921–22, 860 students.

The director's comment on this enrollment is as follows:

We anticipate decreasing attendance each year, due to the fact that in rural and small village communities an evening school fulfills its mission in the course of two or three years. Several of our schools will be discontinued this year because there is no further need for them.

Obviously the State of South Dakota has not been receiving new immigrants in any considerable number since before the war. A successful demonstration has been made, however, and 34 schools have been established throughout the State. Other rural States may well copy the program of education in English and citizenship which South Dakota has provided for its rural immigrants.

CONNECTICUT.

THE FOREIGN-BORN POPULATION IN CONNECTICUT.

The 1920 Federal census report shows the following:

1. Total foreign born	378,000
2. Per cent of foreign born	29.5
3. Adult aliens	160,000
4. Adult illiterates	63,000

The five largest racial groups from non-English-speaking countries are:

1. Italians	80,300
2. Poles	46,600
3. Russians	38,700
4. Germans	22,600
5. Swedes	17,700

The foreign-born population is located in both the rural and urban districts.

LEGISLATION.

The following statute providing for a department of Americanization under the direction of the State board of education was enacted by the legislature in 1919:

DEPARTMENT OF AMERICANIZATION.

The State board of education shall establish a department of Americanization and appoint a director of such department who shall receive an annual salary of $3,000 and his necessary expenses. Such director shall have such powers and perform such duties as may be prescribed by the State board of education, but said director shall not be authorized to exercise authority over the conduct of any public school, school board, or board of education or any teacher or other employee of any public school.

The school committee of any town designated by the State board of education may appoint, subject to the approval of said board, a town director of Americanization whose compensation shall be fixed and paid by the State board of education.

The State board of education appointed a director of Americanization in July, 1919.

This law did not provide for State reimbursement of the cost of instruction of aliens, although State aid has been paid for a considerable part of the cost of evening classes under the provision of an earlier statute which grants a State rebate of $4 for each pupil in average attendance of 75 sessions. A number of local directors were appointed under the provisions of the Americanization law.

STATE LEADERSHIP.

The State director of Americanization issued a series of circular letters in 1919 on the following subjects:

1. Duties of local directors.
2. Americanization in rural communities.
3. Americanization for women and women's organizations.
4. Americanization for religious bodies.
5. Americanization in industry.

These letters outlined the most significant activities in local Americanization programs, the steps to be taken in securing the interest and support of all groups, native and foreign; and the course of study with time programs for the three grades of work with immigrants.

A special agent in charge of teacher training was appointed in 1920, and the necessary helps for teachers were presented in training courses in local communities during the school year and in the summer school at Yale University. The publicity program was especially well organized in Connecticut. In addition to the work of preparing and distributing more than 10,000 posters in seven foreign languages, the State director employed a foreign-language speakers' bureau of naturalized citizens to assist at the hundreds of Americanization meetings which were conducted in every part of the State. A motion-picture film, "The Making of an American," was prepared under the direction of the State department. This film was shown to more than 100,000 persons in Connecticut, and stimulated public interest in Americanization more than any other publicity feature. In fact, this film has been the only motion picture prepared for the special purpose of "selling" the need for education in English and citizenship to immigrants.

A bulletin, "Classes for foreign-born adults—Organization and maintenance," was prepared and distributed in 1920. This pamphlet provided definite directions and helps on such subjects as teachers, location and equipment of classrooms, school year, curriculum, publicity, attendance reports, materials, etc. Supplementary bulletins, with news notes and suggestions for teachers, have been sent to local leaders during the past two years.

During the summers of 1921 and 1922 the State department conducted an unusual demonstration training course for teachers of immigrants. A model evening school was opened near the Yale summer school at New Haven. Classroom methods and practices were studied, and opportunities provided to more than 100 teachers to observe the work in this demonstration center.

SCHOOL ENROLLMENT.

The most recent returns available for Connecticut (1921–22) show 15 communities carrying on their work in immigrant education in cooperation with the State department of education. In 50 different schools 207 different classes were operating. The active registration was 5,398. The same report tells of over 30,000 cases that were handled through the information bureau during the first year of the work under State auspices.

PROPOSED LEGISLATION.

During the present session of the Connecticut State Legislature a bill is being considered which would provide State reimbursement of one-half of the expense of instruction to cities and towns conducting immigrant education in cooperation with the State department of education. The bill resembles the legislation enacted in Massachusetts in 1919.

MASSACHUSETTS.

THE FOREIGN-BORN POPULATION.

The Federal census of 1920 gives the foreign-born population of Massachusetts and the illiterates as follows:

1. Total foreign born	1,063,000
2. Total aliens	442,351
3. Total illiterates	142,750
4. Unable to speak English	96,426

THE STATE PLAN.

The Massachusetts statute which established immigrant education as a definite function of the State department of education is generally regarded as a model for other States. (See Appendix.) Briefly, it incorporates the following features:

(*a*) Classes in immigrant education are to be set up and conducted by local school authorities who, in the first instance, assume all expenses therefor. The responsibility is thus placed on the local community, where it belongs.

(*b*) Such classes may be organized at any time or in any place, subject to approval of the local board of education.

(*c*) Classes conducted in cooperation with the State department of education, and in conformity with its suggestions, shall be supported from the State treasury, through reimbursement, to the extent of one-half the cost for all expenses of instruction. (This reimbursement for 1922 amounted to $140,000.)

The Massachusetts plan has been in operation since September, 1919, when the above statute went into force. At that time a State director of Americanization was appointed, and within a short time two assistants, to take charge of teacher training and of the organization of factory classes. In the period under consideration (1920-1922) the plan of immigrant education formulated in the State office was adopted by practically every city and town that handled this activity. In 1922, 98 of these were thus cooperating, and in the great majority of these places the work locally was under the direction of a skilled supervisor, specially trained. The quality of teaching during the same period has also been greatly improved. For three years past Massachusetts teachers have attended in large numbers the summer training courses both at Harvard and at the Hyannis Normal School. In addition, the State department has conducted a steady succession of courses in all the cities and in many of the towns, thereby insuring a continuous supply of interested instructors. As a result of this steady insistence on special training, Massachusetts, like Delaware and Connecticut, is now adequately supplied with teachers skilled in their task.

GROWTH IN NUMBER OF STUDENTS.

The increase from 3,381 to 22,242, as shown in the figure, represents a growth of 560 per cent in three years. This is significant indeed as tending to answer conclusively two questions often raised:

1. *The adult immigrant given an opportunity will go to school.*—Attendance in all these classes, be it noted, is wholly voluntary, and usually comes at the end of a hard day's work.

2. *Public interest in the education of the immigrant has not waned since the war.*—Massachusetts refuses to regard this phase of Americanization as a war activity. And the cities and towns of Massachusetts, having started the work of removing the language barrier, seem determined to put this task through and to pay the cost therefor.

Growth in classes of different types.

	1918-19	1919-20	1920-21	1921-22
Total number of adult immigrants belonging in all classes	3,381	9,030	20,475	22,242
Number of evening school classes	.....	420	720	855
Number of factory classes	.....	131	327	366
Number of neighborhood and club classes	.....	92	248	294
Total number of classes	.....	643	1,325	1,515

Naturally, the largest increase in the number of classes is found in the evening schools.

The increase in the number of neighborhood and club classes from 92 to 294 indicates an awakening of the interest of immigrant organizations in the public-school opportunities for learning English.

The rather extraordinary development of the "factory class," as above indicated, has already been set forth and needs no further comment.

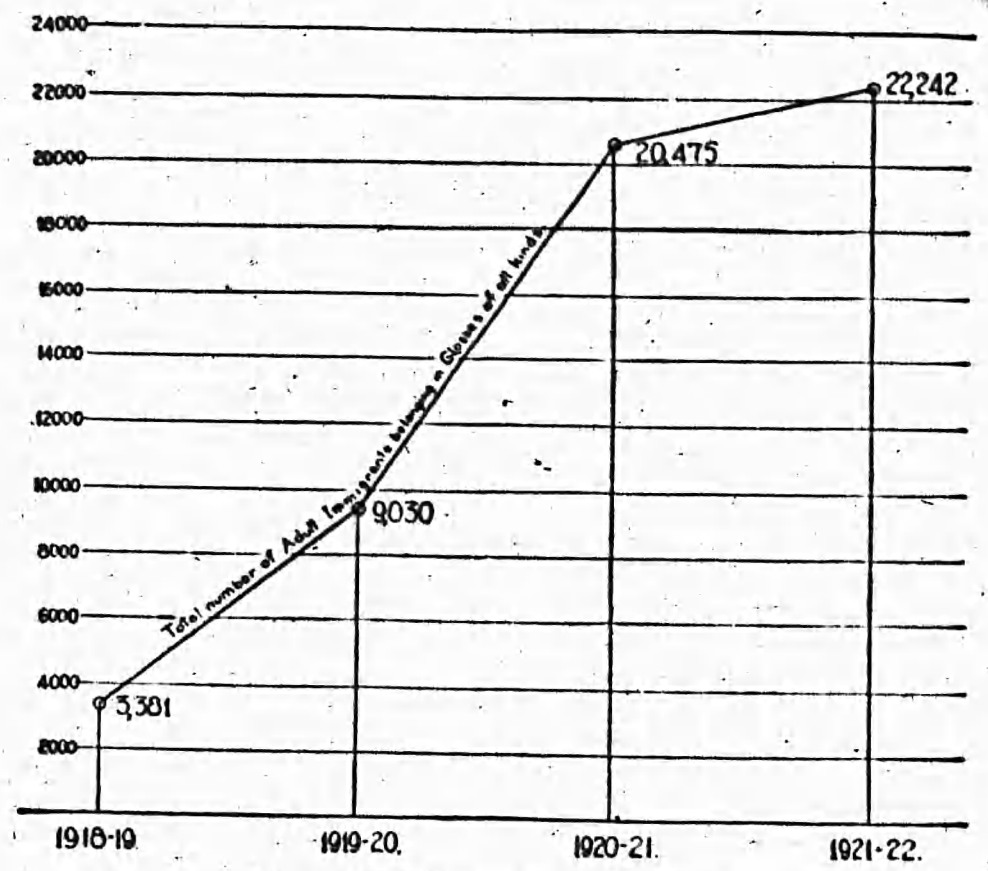

FIGURE 1.—Adult immigrants in classes.

SECURING THE COOPERATION OF THE IMMIGRANT.

Various factors, obviously, have contributed to the development of immigrant education in Massachusetts. Doubtless one of the most powerful of these has been the active interest taken by the immigrants themselves in promoting its spread. Massachusetts, like Delaware, has from the outset tried to enlist the help of immigrant groups in recruiting classes. That this has been worth while, the following quotation seems to prove:

> The later Pilgrims to our shores have been eager to take their part in the building of America, and realizing that the first step is the acquiring of the language and history of their new home, have zealously applied themselves to the task.

Clubs of Lithuanians and Greeks in Haverhill, Finns in Quincy, Russians in Peabody, and Italians in Wakefield have all given the use of their clubrooms for classes in English and citizenship; while a Portuguese club in Plymouth, a Polish club in Chelsea, Hebrew and Armenian clubs in Lowell, as well as Italian clubs in Belmont, Nahant, Beverly, and Northampton, have taken the initiative by asking for teachers and recruiting the classes. The Poles of Hatfield asked for a speaker from the school department for an open meeting of their club, after which they recruited several large classes.

A desire to give to the community, as well as to get from it, is increasingly evident among them. An Italian publication often prints articles to create a public opinion favorable to Americanization. The band of an Italian musical club in Wakefield turned out to a man and furnished music of a very high standard gratuitously for graduation. In Everett the Sons of Italy solicited and signed an agreement with the school department for the promoting of citizenship and the forming of classes. In Cambridge a Russian church choir contributed several musical numbers to the program of the evening-school graduation. In Holyoke six immigrant organizations paraded on the streets to celebrate Columbus Day, and mass meetings to stimulate citizenship were conducted by the Poles themselves. Webster boasts an American Citizens' Club of all races, pulling as one for the promotion of good citizenship, holding public meetings, recruiting classes, and celebrating holidays together.

Nor are the women and children an unknown quantity in this service for our country. In Springfield a Jewish mothers' club has made a house-to-house canvass to gather members for classes in English and in household arts, and the children of the Polish parochial school in Cambridge have distributed some 400 circulars. In New Bedford 48 classes with over 900 students are learning our language and preparing for citizenship in the friendly informal environment of the immigrants' own social centers.

PUBLICATIONS OF THE STATE DEPARTMENT.

I. COURSES OF STUDY.

A. Syllabus for three years' work.—The State department of education offers a course of study to cover three years' work with the adult immigrant. This course is set forth in Americanization Letters 4A, 4B, and 4C.

B. Citizenship lessons for teachers.—The department furnishes teachers of citizenship classes with a course of 30 lessons. The material in this course is radically different from that contained in the old-time naturalization course. It subordinates a study of the machinery of government and emphasizes an intelligent understanding of the principles and ideals of our American democracy.

C. Other material for teachers.—(1) Americanization Letter No. 2. Fifteen points for workers in Americanization.

(2) Americanization Letter No. 3. A statistical summary. Motion pictures. Classes in naturalization and citizenship.

(3) Americanization Letter No. 5. Proceedings of the Plymouth Conference.

II. MATERIAL FOR STUDENTS.

Lesson leaflets.

Three sets of lessons for students:

A. Introductory set for first year or beginners' classes.
B. Industrial Series
C. Women's Series } for pupils of more advanced grade.

Each set contains 50 or 60 lessons. Sets for each member of the class may be obtained for any or all classes operating under public-school authority.[6]

[6] A very complete story of Americanization in Massachusetts is set forth in these bulletins: (1) Adult Immigrant Education in Massachusetts, 1920–21; (2) The Massachusetts Problem of Immigrant Education, 1921–22 (both issued by the department of education, statehouse, Boston).

APPENDIX.

A. THE PLYMOUTH AGREEMENT.

In September, 1920, representations of the Associated Industries of Massachusetts and of the public-school authorities gathered together at Plymouth, adopted the following concrete plan for organizing immigrant education in the industries:

(1) The schools:
- (*a*) Accept provisions of chapter 295, General Acts of 1919.
- (*b*) Appropriate enough money to get the work well done.
- (*c*) Provide for classes in industries whenever organized.
- (*d*) Provide a director of immigrant education.
- (*e*) Train and supervise teachers.
- (*f*) Provide suitable text material, including motion pictures.
- (*g*) Organize courses of study.

(2) The industries:
- (*a*) Centralize responsibility in a plant director or committee or other effective agency.
- (*b*) Conduct preliminary study to learn the extent and nature of the problem.
- (*c*) Recruit classes.
- (*d*) Provide satisfactory school accommodations.
- (*e*) Establish an efficient follow up.
- (*f*) Provide incentives.
- (*g*) Collaborate in training teachers and in providing special text material.

B. THE AMERICANIZATION LAW—MASSACHUSETTS.

General Laws, Chapter 69, Sections 9 and 10.

SECTION 9. The department, with the cooperation of any town applying therefor, may provide for such instruction in the use of English for adults unable to speak, read, or write the same, and in the fundamental principles of government and other subjects adapted to fit for American citizenship, as shall jointly be approved by the local school committee and the department. Schools and classes established therefor may be held in public-school buildings, in industrial establishments, or in such other places as may be approved in like manner. Teachers and supervisors employed therein by a town shall be chosen and their compensation fixed by the school committee, subject to the approval of the department.

SEC. 10. At the expiration of each school year, and on approval by the department, the Commonwealth shall pay to every town providing such instruction in conjunction with the department one-half the amount expended therefor by such town for said year.

C. THE AMERICANIZATION LAW—OHIO.

(House Bill No. 44.)

AN ACT To provide for the development of Americanization work and to encourage the patriotic education and assimilation of foreign-born residents, and for such purpose enacting section 7761-2 of the General Code.

Be it enacted by the General Assembly of the State of Ohio:

SECTION 1. The department of public instruction shall cause to be visited and inspected all schools engaged in adult immigrant education and assist local boards of education in localities where there is need for the organization of classes for such adult immigrant education, to the end that they may be established and supported. It shall formulate and promote programs for Americanization and patriotic education, cooperate with the agencies of the Federal Government in the promotion thereof, aid in the correlation of aims and work carried on by public agencies and private individuals and organizations, and study plans and methods which may be proposed or are in use in such work. Such department shall employ such methods, subject to existing laws, as will tend to bring into sympathetic and mutually helpful relations the State and its residents of foreign origin, to protect immigrants from exploitation and abuse, to stimulate their acquisition and mastery of the English language, to develop their understanding of American Government, institutions, and ideals, and, in general, to promote their assimilation and naturalization. Such department may for such purposes cooperate with other offices, boards, bureaus, commissions, and departments of the State, and with all public agencies, Federal, State, municipal, and school.

SEC. 2. A supervisor of Americanization work in the department of public instruction shall be appointed by the governor, who shall discharge the duties and exercise the powers imposed upon and vested in such departments by this act. The supervisor shall select an advisory committee to counsel with him in carrying out the provisions of this act. The members of such advisory committee shall receive no compensation, but shall be paid their actual and necessary traveling expenses incurred in connection with their service as such members. The supervisor shall have power to determine the number of assistants and other employees necessary to carry on the work provided for in this act, all of whom shall be in the unclassified service of the civil service of the State. The compensation of the supervisor of Americanization work shall be fixed biennially by the general assembly and his term of office shall be for two years, commencing on the second Monday of July.

SEC. 3. Section 7761 of the General Code is hereby further supplemented by the enactment of section 7761-2 of the General Code, as follows:

SEC. 7761-2. On the application of not less than 15 adult persons born outside the territorial limits of the United States of America, including Alaska and the Hawaiian Islands, resident in the district, the board of education of such school district may establish and conduct an Americanization school open to all persons 21 years of age and over, of such foreign birth, resident of the district or of an adjoining district. The board of education of such school district may or may not charge such pupils a fee as in its discretion it may determine. The curriculum for such school shall be such as may be prescribed by the supervisor of Americanization. Such school may be conducted in any school building owned or controlled by such board of education, or in any room or quarters rented for such purpose by the board of education, or the use of which is secured rent free by such board of education. Such room or quarters may be located outside the boundaries of the district. The board of education

of any other school district which does not maintain an Americanization school the residents of which are entitled to attend the Americanization school provided for in this section shall pay tuition for such persons, subject to all the provisions of sections 7735 and 7736 of the General Code, excepting that the amount of such tuition shall be ascertained and computed in accordance with the expense of conducting such Americanization school only.

Approved April 25, 1921.

D. THE CALIFORNIA STATUTE (1913).

The governor of the State shall appoint five suitable persons to act as commissioners of immigration and housing.

Said commissioners shall serve without compensation, but shall be entitled to receive from the State their actual necessary expenses while traveling on the business of the commission, either within or without the State of California.

The commission on immigration and housing shall have the power to make full inquiry, examination, and investigation into the condition, welfare, and industrial opportunities of all immigrants arriving and being within the State.

The commission shall also have the power to collect information with respect to the need and demand for labor by the several agricultural, industrial, and other productive activities, including public works, within the State.

To cooperate with the State employment bureaus, municipal employment bureaus, and with private employment agencies within the State, and also with the employment and immigration bureaus conducted under the authority of the Federal Government or by the government of any other State, and with public and philanthropic agencies designed to aid in the distribution and employment of immigrants; and to collect and publish, in English or foreign languages, for distribution among immigrants in, or embarked for, California such information as is deemed essential to their protection, distribution, education, and welfare.

The commission shall cooperate with the proper authorities and organizations, Federal, State, county, municipal, and private, with the object in view of bringing to the immigrant the best opportunities for acquiring education and citizenship.

The commission shall further cooperate with the superintendent of public instruction and with the several boards of education in the State to ascertain the necessity for and the extent to which instruction should be imparted to immigrants within the State and to devise methods for the proper instruction of adult and minor aliens in the English language and other subjects; and in respect to the duties and rights of citizenship and the fundamental principles of the American system of government; and shall cooperate with the proper authorities and with private agencies to put into operation practical devices for training for citizenship and for encouraging naturalization.

The commission of immigration and housing may inspect all labor camps within the State, and may inspect all employment and contract agencies dealing with immigrants.

It shall further investigate conditions prevailing at the various places where immigrants are landed within the State, and at the several docks, ferries, railway stations, and on trains and boats therein, and shall investigate any and all complaints with respect to frauds, extortion, incompetency, and improper practices by notaries public and other public officials.

The commission shall investigate and study the general economic, housing, and social conditions of immigrants within the State.

The sum of $50,000 is hereby appropriated, out of any moneys in the State treasury not otherwise appropriated, for the purpose of carrying out the provisions of this act; and the State controller is hereby authorized and directed to draw warrants upon such sum, from time to time, upon the requisition of said commission, approved by the board of control; and the State treasurer is hereby authorized and directed to pay such warrants.

This legislation remained in effect from 1913 to 1921, when the division was incorporated in the department of labor and industrial relations.

E. A FEW SIGNIFICANT STATISTICS.

Foreign-born population unable to speak English in the 10 States having the largest number.

1. New York	290,000	6. Ohio	81,200
2. Texas	172,000	7. New Jersey	73,400
3. Pennsylvania	162,300	8. California	69,600
4. Illinois	122,000	9. Michigan	68,100
5. Massachusetts	96,400	10. Wisconsin	44,500

List of States with percentage and number of foreign born unable to speak English.

	Per cent.	Number.
1. Arizona	51.9	36,350
2. Texas	51.7	172,000
3. New Mexico	49.4	13,200
4. Florida	18.8	8,000
5. West Virginia	18.3	11,200
6. Delaware	14.0	2,800
7. Oklahoma	13.7	5,400
8. New Hampshire	12.7	11,400
9. Rhode Island	12.6	21,600
10. Ohio	12.1	81,200
11. Pennsylvania	11.8	162,300
12. Kansas	11.1	12,000
13. New York	10.5	290,000
14. California	10.5	69,600
15. Nevada	10.3	1,600
16. Connecticut	10.2	38,000
17. Illinois	10.2	122,000
18. New Jersey	10.1	73,400
19. Maine	9.9	10,400
20. Wisconsin	9.7	44,500
21. Michigan	9.5	68,100
22. Colorado	9.3	10,700
23. Massachusetts	9.1	96,400
24. Indiana	8.9	13,200
25. Louisiana	8.3	3,700

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